



**PHYSICAL THERAPIST ASSISTANT
2022 - 2023
STUDENT HANDBOOK**

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STATEMENT OF ACCREDITATION STATUS

The Physical Therapist Assistant Program at Southern Adventist University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (423) 236-2858 or email pta@southern.edu.

Welcome!

The Physical Therapist Assistant Program is pleased to welcome you to the exploration of a rewarding, new adventure. It is our prayer that each student who enters our door develops into the man or woman God calls he or she to be. We, the faculty of Southern's Physical Therapist Assistant Program, aim to mentor each student into a life of caring for our fellow man as well as servant leadership in the community and the clinic.

Program's Focus

We believe this goal is best accomplished through integrating the following three key concepts into the educational development of future physical therapist assistants. If future physical therapist assistants adopt the vision of reflecting Christ's healing ministry displayed on earth, a propensity to discipleship, and a chaste character, the mission of this department will be fulfilled.

A Healing Ministry

The physical therapist assistant is positioned to help patients achieve function and life goals he or she never reimagined as possible. As Christ helped individuals who were lame to walk again, the physical therapist assistant facilitates change, allowing a patient to achieve mobility that was not possible before. By viewing this level of service to humanity, the physical therapist assistant is reflecting an attitude of meeting the patient's needs above all else.

Discipleship

The physical therapist assistant needs to be a disciple first and foremost to God and secondly to the profession. An individual never reaches the point where learning is not necessary. Staying connected to God, the origin of all knowledge and wisdom, the physical therapist assistant continues to learn through courses and practical application. Also, by being a disciple of the profession, each patient is made a little better through the clinician's desire to learn more about ways to perfect various techniques or skills. The profession also grows through the clinician's desire to elevate the profession in the community and politically.

Character

Character is the last pillar of this Physical Therapist Assistant Program. Emphasizing the

need for empathy for each other and our fellow man who may be suffering in various areas allows for greater connection of the physical therapist assistant to the client. Honesty and truthfulness are necessary for proper documentation and billing of services provided.

Sincerity allows for the motivations of the physical therapist assistant to be seen by all. Through the emphasis of Christ-like character, the patient, clinician, and community are all elevated.

So, as you begin this journey into service for your fellow man, I encourage each of you to begin with the above mindset. Know you are about to become a part of a community who has the intention to help others and change as many lives as possible. The courses will be tough. Your clinical experiences will be challenging. However, by keeping the bigger mission and vision in mind, you will have fuel to aid your journey to become a physical therapist assistant.

Christopher Stewart, PT, DPT, MBA

Program Director

Mandy Sharpe, PT, DPT

Director of Clinical Education

I. ACADEMIC INFORMATION AND STANDARDS

1.1 Institutional History and Accreditation

Southern Adventist University in Collegedale, TN recently celebrated its 130th anniversary since opening its doors. Southern began serving students in 1892 under the name Graysville Academy. Since that time, the University has undergone several name changes including Southern Industrial School, Southern Junior College, Southern Missionary College, Southern College, and now Southern Adventist University. Southern has grown to a student body of about 1300 and offers about 188 degrees from technical degrees up to Doctoral degrees. Southern Adventist University is accredited by the Commission on Colleges Southern Association of Colleges and Schools.

The Physical Therapist Assistant (PTA) Program achieved accreditation in December 2021 and is accredited by the Commission on Accreditation in Physical Therapy Education. See our accreditation statement on pg. 5.

1.2 Contingency Plan

Southern Adventist University's PTA Program is accredited by the Commission on Accreditation of Physical Therapy Education. Should accreditation be revoked at any time, University administration would facilitate the acceptance of students into other accredited programs.

1.3 Program Summary

Completion of the PTA Program at Southern Adventist University leads to an Associate of Science Degree in Physical Therapist Assistant. Required courses include the following: General Education – 25 credits; Cognates – 8 credits; and PTA Courses – 47 credits. The Program is structured as a 1+1 program. This course design requires all General Education and Cognate courses to be completed prior to acceptance into the Program. PTA course sequence is scheduled over fall, winter, and fall semesters. Supervised clinical education experiences are integrated throughout the second and third semesters. Clinical Affiliation I, PTAS 235, requires 40 hours/week for 4 weeks and is integrated into the end of the 2nd semester; Clinical Affiliation II and III, PTAS 245 and PTAS 255, are 40 hours/week for 6 weeks each during the 3rd/final semester. Total clinical time is 16 weeks or 640 hours.

1.4 Statement of Nondiscrimination

"In compliance with all applicable federal and state regulations, the university does not

discriminate on the basis of race, color, gender, ethnic or national origin, disability or age.” – University Student Handbook, pg. 69

1.5 Program Mission Statement

The mission of the PTA Program is to develop competent and professional physical therapist assistants able to work under the direction and supervision of a physical therapist through a comprehensive curriculum based on contemporary physical therapy practice. Graduates will meet the needs of the community; perform duties in an ethical and culturally competent manner while reflecting traditional Christian values; and will understand the values of lifelong learning and service.

1.6 Program Goals

The following goals have been established to assure quality within the Physical Therapist Assistant Education Program at Southern Adventist University:

1. The Physical Therapist Assistant Program will graduate competent entry-level physical therapist assistants able to work under the direction and supervision of a physical therapist.
2. Program faculty will provide students with a positive learning environment and a comprehensive curriculum based on contemporary, evidence-based physical therapy.
3. The PTA Program will prepare graduates to effectively communicate in a culturally competent manner with patients and caregivers from diverse socio-economic and cultural backgrounds.
4. The PTA Program will promote the importance of personal and professional development through life-long learning, service opportunities, and membership in professional organizations.

1.7 Program Curriculum

| Year One, Fall I | Semester credits | Lecture credits/lab credits/OJT |
|-------------------------|-------------------------|--|
|-------------------------|-------------------------|--|

| | | |
|----------------------------------|------------|-------|
| BIOL 101 A/P I | 4 | 3/1/0 |
| ENGL 101 Read and Writing I | 3 | 3/0/0 |
| PHYS 128 Exploring Physics | 3 | 3/0/0 |
| NOND 101 Southern Connections | 1 | 1/0/0 |
| HIST Any qualified History | 3 | 3/0/0 |
| RELB 125 Life/Teachings of Jesus | <u>3</u> | 3/0/0 |
| | 17 Credits | |

| Year One, Winter I | Semester credits | Lecture credits/lab credits/OJT |
|--------------------------------------|------------------|---------------------------------|
| BIOL 102 A/P II | 4 | 3/1/0 |
| CPTC 100 Computer Concepts | 1 | 1/0/0 |
| MATH 215 Statistics | 3 | 3/0/0 |
| PSYC 128 Dev. Psychology | 3 | 3/0/0 |
| PEAS 125 Fitness for Collegiate Life | 1 | 1/0/0 |
| HLED 210 Medical Terminology | 1 | 1/0/0 |
| RELT 138 Adventist Heritage | <u>3</u> | 3/0/0 |
| | 16 Credits | |

| Year Two, Fall II | Semester credits | Lecture credits/lab credits/OJT |
|---------------------------------|------------------|---------------------------------|
| PTAS 100 Fund. of PT Practice | 3 | 3/0/0 |
| PTAS 105 Kinesiology | 3 | 1/2/0 |
| PTAS 115 Fundamentals of PT | 4 | 2/2/0 |
| PTAS 205 Therapeutic Modalities | 4 | 2/2/0 |
| PTAS 212 Clinical Pathology | <u>2</u> | 2/0/0 |
| | 16 Credits | |

| Year Two, Winter II | Semester credits | Lecture credits/lab credits/OJT |
|----------------------------------|------------------|---------------------------------|
| PTAS 201 Observation And Measure | 2 | 1/1/0 |
| PTAS 209 Orthopedic Rehab | 2 | 2/0/0 |
| PTAS 215 Neuromuscular Rehab | 4 | 2/2/0 |
| PTAS 220 Therapeutic Exercise | 3 | 1/2/0 |
| PTAS 235 Clinical Affiliation I | <u>4</u> | 0/0/4 |
| | 15 Credits | |

| Year Two, Fall III | Semester credits | Lecture credits/lab credits/OJT |
|-----------------------------------|------------------|---------------------------------|
| PTAS 218 Rehabilitation | 3 | 1/2/0 |
| PTAS 225 Capstone Seminar | 1 | 1/0/0 |
| PTAS 245 Clinical Affiliation II | 6 | 0/0/6 |
| PTAS 255 Clinical Affiliation III | <u>6</u> | 0/0/6 |
| | 16 Credits | |

80 Credits Total

1.8 Course Descriptions

PTAS 100 – Physical Therapy Perspectives (Lecture) 3 Hours

In this 16-week course, the physical therapist assistant (PTA) student receives an introduction to the role of the PTA within the PT/PTA relationship as well as the overall healthcare team. The fundamentals of ethical decision-making and Standards of Practice for the PTA are defined and established as the behavioral expectation of professionalism throughout the entire program. Students learn to apply appropriate standard to all PTA interactions ranging from daily patient care interactions to more difficult topics like stress management and dealing with death and dying. This course also introduces the PTA student to documentation and evidence-based practice. Prerequisites: Admission to the PTA Program. Corequisites: PTAS 105, PTAS 115, PTAS 205, PTAS 212. FALL

PTAS 105 – Kinesiology (Lecture/Lab) 3 Hours

In this 16-week course, the physical therapist assistant (PTA) student discovers human movement through the anatomy and joint biomechanics of the musculoskeletal system. A thorough understanding of anatomical positions, terminology, planes of motion, tissues and muscles of trunk and extremities are covered. Foundation concepts of muscle/joint functions, biomechanics, levers, kinematics, open and closed chain motions, arthrokinematics, and standard joint motion are introduced and will aid in further concept development in PTAS 201 and PTAS 220. Practical applications include goniometry, muscle testing, passive range of motion and palpation of bony landmarks and soft tissues. Prerequisites: Admission to the PTA Program. Corequisites: PTAS 100, PTAS 115, PTAS 205, PTAS 212. FALL

PTAS 115 – Fundamentals of PT Practice (Lecture/Lab) 4 Hours

In this 16-week course, the physical therapist assistant (PTA) student learns the fundamental activities of a PTA in the clinical setting. The PTA student learns safety awareness with OSHA standards, infection control, body mechanics, and assessing patient vital signs. The PTA student will also learn about wound care, skin integrity, and common burn treatments. The normal gait cycle will be broken down and discussed. Practical application skills include positioning and draping, wheelchair management mobility, bed mobility, transfers, gait training and assistive device use and management. Prerequisites: Admission to the PTA Program. Corequisites: PTAS 100, PTAS 105, PTAS 205, PTAS 212. Lab Fee: 8 (\$150). FALL

PTAS 205 – Therapeutic Modalities (Lecture/Lab) 4 Hours

In this 16-week course, the physical therapist assistant (PTA) student receives instruction in the application of therapeutic modalities to address various physical rehabilitation goals. Students learn the physiology of pain and its influence on patient function. Students are educated in the indications, contraindications, use, and application of the following modalities: superficial heat/paraffin, cryotherapy, ultrasound, phonophoresis, intermittent compression, mechanical traction, electrical current/iontophoresis, biofeedback, LASER, hydrotherapy, and therapeutic massage. Prerequisites: Admission to the PTA Program. Corequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 212. FALL

PTAS 201 – Observation and Measurement (Lecture/Lab) 2 Hours

In this 12-week course, the physical therapist assistant (PTA) student receives instruction in the skills needed to collect information for plan of care progression. It is said, “That which is measured improves” ~ Peter Drucker. Therefore, in order to measure progress or the lack thereof, PTA students must be proficient in observing and assessing the current state of the patient. The students learn how to assess the quantity and quality of pain; posture; muscle tone; reflexes; muscle strength through manual muscle testing; balance and coordination; arousal; mentation; and cognition. Students also learn how to monitor for potential safety and architectural barriers in the home and community. Each student begins an evidence-based research project by selecting a topic for literature review. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212. Corequisites: PTAS 209, PTAS 215, PTAS 220, PTAS 235. WINTER

PTAS 209 – Orthopedic Rehabilitation (Lecture) 2 Hours

In this 12-week course, the physical therapist assistant (PTA) student learns information vital to treating a patient with an orthopedic diagnosis. This course includes content on common orthopedic conditions, common post-surgical conditions and related treatment protocols. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212. Corequisites: PTAS 201, PTAS 215, PTAS 220, PTAS 235. WINTER

PTAS 212 – Clinical Pathology (Lecture) 2 Hours

In this 16-week course, the physical therapist assistant (PTA) student receives instruction in the impact of disease on human performance and function throughout the lifespan. The way the body protects itself through the various aspects of the immune system and the process of inflammation and repair are the initial areas of focus. The student then proceeds through the study of disease in a systematic manner for all body systems as well as common medical and surgical conditions. Students gain experience in reviewing a medical record, understanding common laboratory values and their indications, and physical therapy implications of common medications. Prerequisites: Admission to the

PTA Program. Corequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205. FALL

PTAS 215 – Neuromuscular Rehabilitation (Lecture/Lab) 4 Hours

In this 12-week course, the physical therapist assistant (PTA) student takes a thorough look at treatment of neurologic conditions. This course enables the student to identify normal versus abnormal neurological tone and movements. Foundational concepts in developmental sequencing, righting and equilibrium reactions, and developmental reflexes are covered. The common techniques of PFN, Rood, Bobath, Brunnstrom, and NDT are used for treatment. Common neurological conditions, including spinal cord injury and traumatic brain injury, are heavily focused on in this course. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212. Corequisites: PTAS 201, PTAS 209, PTAS 220, PTAS 235. WINTER

PTAS 218 – Rehabilitation (Lecture/Lab) 3 Hours

In this 4-week course, the physical therapist assistant (PTA) student receives instruction in the treatment of various special population groups. The PTA student will learn patient care techniques from the pediatric to the geriatric patient. The various uses of orthotics as well as prosthetics for post-amputation patients are covered. Other topics covered include grade I and II joint mobilizations, special tests, women's health issues and pulmonary physical therapy. Content experts cover some of the previous topics through guest lectures. Each student presents an oral and PowerPoint presentation around an evidence-based project that began in PTAS 201. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212, PTAS 201, PTAS 209, PTAS 215, PTAS 220, PTAS 235. Corequisites: PTAS 225, PTAS 245, PTAS 255. FALL

PTAS 220 – Therapeutic Exercise (Lecture/Lab) 3 Hours

In this 12-week course, the physical therapist assistant (PTA) student will learn how to assess and apply therapeutic exercise techniques. The foundation from PTAS 105 and PTAS 115 are built upon to develop strong skills in therapeutic exercise (progression and regression). Key areas of focus for this course include anaerobic exercise, aerobic conditioning, stretching, strengthening, open vs closed chain exercise, common gait deviations and cardiovascular rehabilitation. Students learn how to write, instruct and progress a home exercise program. Prerequisite(s): PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212. Corequisite(s): PTAS 201, PTAS 209, PTAS 215, PTAS 235. WINTER

PTAS 225 – Capstone Seminar (Lecture) 1 Hour

In this 16-week course, students prepare for taking the PTA licensure examination. Instruction in study techniques along with test taking strategies are a large focus of this course. Mock examinations are used throughout the course to increase the student's comfort level with the testing process. Additional topics covered include instruction in resume completion and interview skills, impact of insurance regulation on PT care, risk management, quality assurance and career development. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212, PTAS 201, PTAS 209, PTAS 215, PTAS 220, PTAS 235. Corequisites: PTAS 218, PTAS 245, PTAS 255. Lab Fee: 10 (\$210) FALL

PTAS 235 – Clinical Affiliation I (Clinical Placement) 4 Hours

In this 4-week course, the physical therapist assistant (PTA) student integrates the didactic knowledge of all prerequisite courses into a full-time clinical experience. The purpose of the initial experience is to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). Basic patient care skills, anatomy/biomechanics, therapeutic exercise, and selected assessment techniques are included. Selected pathological and disease conditions will be emphasized depending on the setting. Practice settings may include acute care hospitals, private practice, skilled nursing centers, and outpatient rehabilitation centers. Knowledge, skills and attitudes learned during the didactic courses will be applied to direct patient/client care for uncomplicated patients with a high degree of supervision and guidance. The student will spend a minimum of 160 hours in the clinical setting. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212. Corequisites: PTAS 201, PTAS 209, PTAS 215, PTAS 220. WINTER

PTAS 245 – Clinical Affiliation II (Clinical Placement) 6 Hours

In this 6-week course, the physical therapist assistant (PTA) student integrates the didactic knowledge of prerequisite courses into a full-time clinical experience. The purpose of this experience is to apply, integrate and perform learned clinical skills on patients under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). The emphasis of this experience is on integrating previously learned PTA skills, therapeutic modalities, advanced therapeutic techniques, and neurophysiological techniques into an established physical therapy program. Typical practice settings may include acute care hospitals, private practice, home health, sports centers, developmental centers, skilled nursing centers, geriatrics, pediatrics, inpatient and outpatient rehabilitation centers and VA hospitals. Knowledge, skills and attitudes learned during the didactic courses and PTAS 235 will be applied to direct patient/client care for uncomplicated to complex patients with supervision that will vary with the complexity of the patient or the environment. The student will spend a minimum of 240

hours in the clinical setting. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212, PTAS 201, PTAS 209, PTAS 215, PTAS 220, PTAS 235. Corequisites: PTAS 218, PTAS 225, PTAS 255. FALL

PTAS 255 – Clinical Affiliation III (Clinical Placement) 6 Hours

In this 6-week course, the physical therapist assistant (PTA) student integrates the didactic knowledge of prerequisite courses into a full-time clinical experience. The purpose of this experience is to apply, integrate and perform learned clinical skills on patients at entry-level under the supervision of a licensed physical therapist (PT) and/or physical therapist assistant (PTA). The emphasis of this experience is on integrating previously learned PTA skills, critical thinking, problem solving, advanced therapeutic techniques and neurophysiological techniques into an established physical therapy program. Typical practice settings may include acute care hospitals, private practice, home health, sports centers, developmental centers, skilled nursing centers, geriatrics, pediatrics, inpatient and outpatient rehabilitation centers and VA hospitals. Knowledge, skills and attitudes learned during the didactic courses, PTAS 235 and PTAS 245 will be applied to direct patient/client care for complex patients with supervision that will vary with the complexity of the patient or the environment. The student will spend a minimum of 240 hours in the clinical setting. Prerequisites: PTAS 100, PTAS 105, PTAS 115, PTAS 205, PTAS 212, PTAS 201, PTAS 209, PTAS 215, PTAS 220, PTAS 235. Corequisites: PTAS 218, PTAS 225, PTAS 245. FALL

1.9 Knowledge of Program and University Policies and Procedures

The PTA program abides by Southern Adventist University (SAU) policies. The most current university policies can be found at <http://www.southern.edu/catalog/>.

Students are expected to have a working knowledge of the content of SAU's PTA Program Policy and Procedure Manual, which is provided annually at the start of the fall semester. After reviewing the policy and procedure manual, students are to sign and date the "Student Policy and Procedure Manual Agreement", which is an agreement in which the students state they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Program Policy and Procedure Manual is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the University, the manual is reviewed annually by the Vice President for Academic Administration. Program faculty will consider input for manual revisions from students, university administration, PTA program advisory committee members, and university staff. When changes are made after the initial publication of each year's Policy and

Procedure Manual, PTA Program students and Southern administration will be notified of the updates.

1.10 Course Grading

All lecture/lab and clinical education courses must be taken in sequence. A minimum overall grade of “C” or 73% is required in all technical courses within the PTA Program Curriculum. GPA calculation is consistent with Southern’s policy. The grading scale that will be used in the PTA Program is as follows:

- 93 – 100% A
- 90 – 92.99% A-
- 87 – 89.99% B+
- 83 – 86.99% B
- 80 – 82.99% B-
- 77 – 79.99% C+
- 73 – 76.99% C
- 70 – 72.99% C-

In addition to the overall grade, students must average a minimum of 75% for all lecture examinations to successfully pass each course, regardless of non-examination grades. **A retake examination will be required for all examination scores below 60%.**

For the three program clinical education courses, pass (P) or fail (F) grades are given. Please refer to the Clinical Education Handbook regarding grading for these courses. For a student to receive credit for any clinical course and progress through the PTA program, a “Pass” grade must be achieved. Minimum proficiency in the skills in the APTA Clinical Performance Instrument (CPI) for Physical Therapist Assistants is required among other requirements. Graduation from the PTA Program is dependent upon the student achieving entry-level on all 14 CPI categories. The DCE will determine the final grade (Pass/Fail) assigned to the student.

All course assignments must be turned in on time and must be university-level work. Faculty have the right to not accept late assignments, and/or deduct points for late or unacceptable work per course syllabi.

Instructors will record grades and notify students in writing of failing status at mid term, before the drop date. Students will be notified of their options at that time:

1. Withdraw prior to the deadline so that the student's grade will be a "W"
2. Continue in the program with the understanding that if the student's scores do not improve, he/she could receive an unsatisfactory grade and be dismissed from the program.

1.11 Criteria for PTA Program Probation and/or Dismissal

A student enrolled in the PTA Program who does not meet the following criteria will be placed on program probation and subject to possible dismissal:

- 1) Individuals not meeting the satisfactory academic progress established by the University as written in Southern's Academic Progress Qualitative Standards (found in Southern's Undergraduate Catalog at <https://www.southern.edu/administration/records/docs/Undergrad.Catalog.2018-FINAL.pdf>)
- 2) The instructor may place a student on probation if the student attendance has not met the program attendance policy outlined in section 3.4
- 3) The student disciplinary procedure will be initiated due to substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty. Program probation or dismissal may result for any of the following reasons:
 - a) Possession or use of alcohol or any mood-altering chemical on the premises of Southern or clinical education sites. This includes attending class or clinical education while intoxicated.
 - b) Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the attendance policy on page 24 of this manual.
 - c) Grossly unethical or unprofessional behavior
 - d) Gross carelessness regarding safety of patients or colleagues
 - e) Dishonesty, cheating, plagiarism, or theft.
 - f) Release of confidential information regarding patients, and/or clinical education site personnel or activities
- 4) Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates (outlined in section 3.1) will result in program probation or dismissal.

1.12 Disciplinary Procedure

1. Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student

of the specific conduct that is deemed inappropriate. An oral warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's program file on a Critical Incident Form.

2. If the student's conduct and behavior does not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning will be given with documentation of specific actions needed to improve performance on a Critical Incident Form. A copy of this form will be placed in the student file with a copy sent to the Vice President for Academic Administration. There will be a deadline given for definite measurable improvement to be demonstrated by the student.
3. If satisfactory improvement is not demonstrated before the deadline, the PTA Program Director may place the student on PTA Program probation or dismiss the student from the program.

1.13 Academic Integrity Policy

The PTA Program abides with Southern's Academic Dishonesty Policy outlined in Southern's Student Handbook. Academic dishonesty or cheating includes, but is not limited to:

- Copying from another student's test paper and/or collaboration during a test with any other person by giving or receiving information without authority; using materials during a test not authorized by the instructor
- Stealing, buying, or otherwise obtaining all or part of an un-administered test or information about said test.
- Selling, giving, or otherwise supplying to another student for use in fulfilling an academic requirement, any theme, report, term paper, or submitting as one's own, in fulfillment of an academic requirement, any theme, report, term paper, essay, or other written work prepared totally or in part by another.
- Submitting nearly identical work that one has previously offered for credit in another course, without prior approval of the instructor Plagiarism and cheating in any form is subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or probation from the PTA Program.

1.14 Satisfactory Academic Progress

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or a

counselor to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

After acceptance into the PTA Program, all PTA Program technical courses must be completed with a grade of "C" or higher (or "pass" for pass/no credit courses). If students do not obtain a minimum grade of "C" in any course within the PTA Program curriculum, the student will be dismissed from the program.

Students must achieve a minimum of a 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any critical safety or critical performance elements results in a retake of all parts of the practical examination. Students must successfully pass the retake within 3 academic weeks of receiving notification of their original practical examination score. If a student obtains a score above 75% on a second attempts practical examination, a maximum score of 75% will be used for final grade calculation. If a student obtains a score above 75% on a third attempt practical examination, a maximum score of 70% will be used for final grade calculation. Students will be allowed a maximum of two retakes for a failed practical examination. Students must successfully complete all skills checks and practical exams to pass coursework and progress to clinical education.

For each PTA technical course, students must average a minimum of 73% for all lecture examinations to successfully pass the course, regardless of non-examination grades.

A student is allowed to be on PTA program probation a maximum of two times while enrolled in the PTA program. A student will be dismissed from the program if they are placed on PTA program probation a third time.

1.15 Academic Grievance

(Undergraduate Catalog, pg. 37)

Students who believe that their academic rights have been infringed upon or that they have been treated unjustly with respect to their academic program are entitled to fair and impartial consideration of their cases. They should do the following to reach a solution:

1. Present the case to the professor or professors concerned.
2. If necessary, discuss the problem with the department chair or school dean.

3. If agreement is not reached at this level, submit the matter to the Vice President for Academic Administration.
4. Finally, ask for a review of the case by the Academic Grievance Committee, chaired by the Vice President for Academic Administration or his designee and including three other faculty members and two students selected by the Academic Affairs Committee. Both the student and the professor involved in the case are entitled to appear before the committee or to present a written statement of the case. The decision of the committee shall be presented in writing to the individuals involved within three days of the committee meeting unless a later time is agreed upon by both parties. The decision of the committee is binding and will be implemented by the professor involved or the Vice President for Academic Administration.
5. Retaliation for any complaints will not be pursued by the department or university against the complainant.

1.16 Withdrawal

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. Students need to follow Southern's policies and procedures regarding program and course withdrawal, which can be found in Southern's Student Handbook.

Dismissal Due to Course Work and/or Clinical Failure

Failure is based on receiving a final course grade below 73% or failure of a lab practical examination within the allowed three attempts. Clinical failure is based on achieving less than minimum expectations as delineated by the Clinical CPI. Clinical failure may also be a result of a serious critical incident.

Withdrawal Due to Personal Reasons

A student who must leave the program due to personal reasons, such as an illness or family emergency, and cannot take an Incomplete status can withdraw from the program and receive a grade of "W" if the withdrawal occurs prior to the last drop date. The faculty member will complete a Student Withdrawal Form and forward it to the Director. The student will make an appointment with the Director for an exit interview. Following withdrawal, a student who wants to be readmitted must reapply to the program as a new student.

Incomplete Grade

If, after the final drop date, a student cannot complete course requirements the student can request a grade of "Incomplete." The formal process for obtaining an incomplete grade is initiated in the university's Admissions and Records office. The student will also meet with the Director to discuss the terms and conditions for satisfying the Incomplete, including specific course work and deadlines. The student will not be allowed to progress to the next semester or graduate until the Incomplete has been satisfied and the student receives a passing grade for the course. The student is not required to re-enroll or pay additional laboratory fees.

1.17 Conditions for Readmission to the PTA Program

1. Students must meet all university and program admission requirements.
2. The student must request readmission to the program in writing.
3. Program faculty will determine the appropriateness for readmission on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is allowed readmission.
5. All courses in the PTA curriculum must be completed within a three-year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. The student is responsible for maintaining the ability to satisfactorily perform all previously learned skills. Demonstration of satisfactory performance by passing all previously learned skills will be required prior to readmission into the program.
8. A student is eligible for readmission into the PTA program one time only.

1.18 Graduation Criteria

Upon successful completion of the following criteria, Southern Adventist University will grant an Associate of Science Degree with a major in Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education coursework with a minimum 2.5 GPA and a "C" or 70% in each course. Technical coursework must be passed with an overall, minimum grade of "C" or 73% for each course including all required skill checks and practical examinations.
2. Clinical Education: Students must demonstrate entry-level performance for all 14 CPI

criteria by the end of their final clinical education experience.

3. Comprehensive Exam: Students are required to pass an academic PEAT exam during PTAS 225 Capstone Seminar. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass a comprehensive final exam, although a different version of the exam will be given each attempt. The interval between exam attempts will not be less than one week to allow students adequate time to prepare. Students will not be able to complete the program until the academic PEAT or comprehensive exam is passed.
4. Student must be assessed at “Entry-level” for all ten Professional Behaviors by program faculty prior to graduation.

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. In order to qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.

1.19 Licensure

Pending a positive accreditation decision for the Physical Therapist Assistant Program, a student will be eligible to take the National PTA Licensure Examination (NPTE) and then be licensed by the state physical therapy board of student’s choice. To ensure the public health and safety of all patients, licensure is required for PTA’s to work in all states within the US. The PTA must work under the supervision of a PT and must renew their license annually or biannually depending on state rules. The rules and regulations are available from each state’s Physical Therapy Board. It is highly recommended that you obtain a copy and become familiar with these rules and regulations. Some felonies and criminal records preclude licensure as a PTA. For additional information or questions contact Physical Therapy Board of Tennessee. <https://www.tn.gov/health/health-program-areas/health-professional-boards/pt-board.html>

1.20 Career Information

The PTA Department will assist students and graduates with job placement by posting available jobs on the department bulletin board. Also, faculty will intermittently email the student cohort new employment opportunities when employer requests are submitted to the department.

1.21 Field Trips and Off-Campus Laboratory Sessions

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips and off-campus laboratory sessions. The following procedures apply for off-campus experiences:

1. The use of private vehicles for field trips and off-campus laboratory sessions is prohibited unless approved by university administration.
2. All Southern and PTA Program Policies and Procedures are applicable during the off-campus experience.
3. Students participating in field trips and off-campus laboratory sessions are required to sign the “Waiver of Liability Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities” form prior to the activity. This will be signed at the beginning of each semester for program activities. This Waiver is in the Appendix.
4. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for full-time clinical experiences.

1.22 Student Retention

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 40. If a PTA student is having any difficulty academically, they are encouraged to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA Program faculty want all students to succeed and are more than willing to help.

1.23 Program Costs

Once a student is accepted into the technical component of the Physical Therapist Assistant Program, the following tuition and fees apply:

- Second year cost of the program:
 - Fall 2022 \$11,490
 - Winter 2023 \$11,490
 - Fall 2023 \$11,490
 - Total \$34,470
- Book estimate: \$924.45

Please note: this is tuition and fees only. Additional expenses for housing, meals, and/or clinical education travel and housing may apply. Please refer to the current undergraduate catalog.

II. FACILITIES AND SERVICES

1. Clinical Laboratory

Rooms 1702 and 1704 are utilized for lab work. There are lab times scheduled each week where faculty will be on the premises but will not be in attendance unless arranged in advance. Skills lab times will coincide with faculty office hours to allow student access to faculty when needed, as faculty offices are close to the clinical laboratory. Skills labs can be used for practicing PTA skills, for peer skill checks, and for skill checks with faculty. Faculty will be in the lab with students during skills lab twice a week for practice of all skills. Students cannot use electrical equipment when faculty are not present. Skills lab time hours will be posted each semester.

It is the PTA Program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows
3. Put refuse in available receptacles

By taking a few minutes to do the above, the learning environment of the lab will be enhanced for all.

2.2 Lecture Rooms

The Southern PTA lecture room will be assigned for PTA lecture coursework each semester. At times the PTA lab may also be used for lectures. When the lab is used for a lecture, students are to cover and clean up the treatment tables after lecture is completed.

2.3 Study Areas

The McKee Library is a quiet place for individual or group study. Group study rooms, located in the library, may also be reserved by students. The PTA department lobby is set up for individual and group studies with an interactive TV for group projects. The PTA lab may also be used for group study when classes are not being held, with PTA faculty permission, or during skills lab time.

2.4 Student Records and Exam Copies

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts or correspondence. These files are maintained for all students and are stored in a locked file cabinet in the PTA Department storage closet. Students may review the contents of their file during the DCE or PTA Program Director's respective posted office hours. Information will be maintained for one year after graduation to assist faculty in providing employment references for students. After one year the files will be destroyed.

Copies of completed midterm and final exams will be kept in locked file cabinets in the PTA Department storage closet. Students will not be allowed to keep copies of completed midterm or final exams. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member and students will not be allowed to leave the room with their test file.

2.5 Student Success Center

Southern's Student Success Center serves as a resource for students who want to improve their academic performance. The Student Success Center provides a variety of student services including assistance with improving study and communication skills, diagnostic and placement testing, and Limited English Proficiency (LEP) Support Services. The Student Success Center also plans for and provides services for students with disabilities. Students should not hesitate to contact the Student Success Center if they feel they are having difficulty in any course. The phone number for the Student Success Center is (423) 236-2544.

Students can receive assistance with tutoring by reaching out to Southern's Tutoring Center in the McKee Library at (423) 236-2578.

2.6 Library

Southern's McKee Library has a variety of holdings appropriate for the PTA Program. Online access to many full-text physical therapy and other medical journals is available through the physical therapy Resource Guide. The library also has electronic subscriptions to several physical therapy journals. Research tutors are available at the library by appointment only.

The library also has reserved holdings for the PTA Program. These include The Functional Tool Box, VHI exercise cards, as well as virtual manual muscle testing and goniometry CD-ROMs.

2.7 Computer Use

Computer access is available in the library and in other computer labs throughout the university. Owning a laptop is not a requirement of the PTA Program. Please refer to Southern's Media Technology Policy in Southern's Student Handbook for appropriate computer use guidelines.

2.8 Resources– Written and Audiovisual

The program is developing a file of articles on a variety of physical therapy topics that may be useful for students on some assignments. This file will be located in the filing cabinets next to the PTA department administrative assistant. Students should return the borrowed materials when finished with them.

Program faculty may allow students to borrow books and other materials from their personal libraries. Students should follow borrowing procedures set up by the individual faculty member and return the materials promptly.

2.9 Disabilities

Students with documented disabilities may request reasonable accommodation. In order to receive an accommodation, a student must:

1. Initiate a request for services through Southern's Disability Support Services, located within the Student Success Center.
2. Provide documentation to the Student Success Center verifying the disability.
3. Follow the plan as determined after consultation with the Disabilities Coordinator.

Please refer to Southern's Student Handbook for more information regarding services available for students with disabilities.

2.10 Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at Southern. Care of this equipment is essential, and students are requested to leave the equipment in good repair. If problems arise during the use of

equipment, it should be reported immediately to a PTA Program faculty member. Students may not remove equipment from Southern under any circumstances.

III. Program Policies and Procedures

3.1 Professional Behaviors

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings. Guidelines for these standards are as follows:

1. Professional Behaviors (Appendix)

Ten specific “Professional Behaviors” are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.

Expected Professional Behavior levels are:

- a) End of Semester I: all Professional Behaviors at least beginning level
- b) End of Semester II: all Professional Behaviors at least intermediate level
- c) End of Semester III: all Professional Behaviors at entry level

The faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, students will be placed on probation or dismissed from the program.

2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

3.2 Professional Appearance

Dress Code for Lab

Students in the PTA Program are to follow the dress code put forth by Southern Adventist University at all times with exceptions limited to laboratory sessions (Southern Student Handbook, pg. 60). The lab dress code provides for an effective learning environment and promotes the safety of students and their lab partners. Students are required to dress in an appropriate manner for all class and laboratory sessions. The intention of this code is that students be neat, clean, and modest. Attire should not be visually distracting to

others or disruptive to the educational experience. Shorts, tank tops, and/or T-shirts are required for lab sessions. For designated laboratory sessions (related to the trunk or upper quadrant anatomy), females will be required to wear a tank top, sport bra or similar garment, and males will be required to remove their shirt. Fingernails must be trimmed sufficiently to allow you to practice techniques of physical therapy without risking damage to the skin of your lab partner or patients.

3.3 Food and Beverages

No food or beverages are allowed in the classroom, the PTA Program Laboratories, during class or during skills lab time, except for travel mugs and beverage bottles with closeable lids.

3.4 Attendance Policy

The purpose of the absence and tardy policy is to ensure quality education for the student. Because of the large volume of material covered each day, and because laboratory experience validates learning objectives, it is extremely important that absences and tardiness be kept at an absolute minimum.

Attendance and punctuality are considered important responsibilities both in the classroom and in the laboratory.

Tardiness is disruptive to the learning of others and is not acceptable. The doors to PTA classes and labs will be closed after 10 minutes, unless you have made prior arrangements with the instructor.

PROCEDURE:

1. A student will receive a warning letter after the third late arrival and subsequent tardiness can be grounds for dismissal. Students will not be allowed to enter class or lab after 10 minutes from the start of class to avoid disruption and allow all class material to be covered.
2. A student who is tardy on a test day will not be allowed to take the test.
3. Students are expected to attend all scheduled classes and clinical affiliations. In the event of illness or family crisis, the lecturing or clinical instructor should be notified as soon as possible. If the instructor cannot be reached, the student should contact the Physical Therapist Assistant office and report the absence to the PTA secretary or leave a voice mail message. Students should refer to the individual instructor's

course syllabus and/or clinical guidelines for special instructions regarding reporting an excused absence. Record of attendance and participation are part of the student's overall grade. Attendance is required for all classes, labs, and clinical courses.

4. There are only 3 excused absences per semester in order to receive a passing grade. Lab assignments must be made up in skills lab.
5. If a student is excused on a test day, the student must make arrangements with the testing instructor to take the make-up test within one week from the date of the missed test.
6. The instructor whose test was missed will determine the testing format for the makeup test (i.e. multiple choices, essay, oral or written).

3.5 Rescheduling of Classes

On occasion classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director and SAU faculty support staff member (if applicable). The staff member will post a class cancellation notification for students outside the scheduled classroom. The Program Director or other faculty member will notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.)

3.6 Midterm Advising Policy

Southern provides advising to all students at the mid-point of the semester notifying them should their midterm grades fall passing. The threshold for the PTA program is set at or below 73%. Consistent with this practice, the PTA Program notifies a struggling student by way of a formal email and requests that the student meet with the PTA Program Director to establish a formal improvement plan. It is the responsibility of the student to contact the PTA Program Director once they have received an advising email notification. A formal improvement plan may include suggestions for improving the course grade (i.e. study group, tutoring, and meeting with instructors). Included in the advising email are the final drop date and a statement reminding the student of his/her options (dropping/withdrawing or continuing with the possibility of a failing grade and its effects on GPA, program/class standing).

3.7 Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. Students will be given time at the end of class to dress.
2. Men/Women's locker rooms are located next to the restrooms in the PTA Program Department.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTAs during practice sessions. **STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA.** Privacy will be respected and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
7. Students who know that they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.
8. No food or beverages are allowed in the classroom, the PTA Program Laboratories, during class or during skills lab except for closeable beverage containers.

3.8 Program Safety and Security

1. All classroom and lab equipment are property of Southern Adventist University and are not for personal use. Students are expected to exercise safety and good judgment when using all university equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.

4. All lab equipment and supplies must be returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
5. PTA Program students must maintain up-to-date adult, child, and infant CPR certification for health care providers prior to the start of the second semester of the program. Students must submit a two-sided copy of their CPR certification card to the PTA Program DCE. This copy must include the expiration date, the student's name, student's signature and instructor's signature. PTA Program faculty will also maintain current adult, child, and infant CPR.
6. Students will follow university policies in the event of a building evacuation. These policies can be found in the Incident and Emergency Response Guidebook. A copy of this manual is located on the wall in the classroom, PTA Department lobby, outside faculty offices, and in the hallway outside the department.
7. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the PTA Program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
8. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education experiences, and service learning projects, are the responsibility of the student.
9. Equipment user manuals are kept in the PTA Program Laboratory, room 1704.

3.9 Skills Checks

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways, peer and faculty. First, one peer skill check must be completed. The results of the peer skill check must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being assessed by a course instructor. Second, one faculty skill check must be completed and documented on the skill check form. Faculty skill checks performed by an instructor will be performed during skills lab or during scheduled course labs, if there is time.

Skill checks contain critical safety and critical performance elements of PTA skills that must be completed in order to pass the skill check. If a student fails any critical safety element or critical performance element, they automatically fail the skill check and must retake it. There is no limit to the number of times a faculty skill check can be performed in the event of failure.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. If skill checks are not completed prior to a practical exam, the student will receive a 0% on the practical exam and will then receive two additional attempts to pass the exam.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill and are expected to maintain their competence through regular review of the skill.

3.10 Practical Examinations

Practical Exams are used to assess a student's ability to effectively and safely integrate course material and perform patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken up to two times if a 75% score is not achieved. Practical exams will contain critical safety and/or critical performance elements of PTA skills that must be completed in order to pass the practical exam. If a student fails any critical safety or critical performance element, they automatically fail the practical exam and must retake it. If a student obtains a score above 75% on a second attempt practical examination, a maximum score of 75% will be used for final grade calculation. If a student fails a second attempt practical exam, a third attempt is given with a maximum score of 70% given. Two PTA Program faculty members will be present for the practical exam if a 3rd practical examination retake is required. Students must demonstrate 75% on either the initial practical exam or during any exam retake to pass the course.

If a student does not have the skill check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive a failing grade for the student's first attempt at the practical exam. Once the related skill check(s) are completed, the student can then complete up to two retakes as stated above.

Students will receive detailed instructions and a rubric at least one week prior to scheduled practical exams. Students will also be required to have been signed off on the required peer skill check and one faculty skill check prior to taking the practical exam.

Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information

with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

3.11 CRITICAL STUDENT INCIDENT

A Critical Student Incident form will be completed whenever a student is involved in an adverse occurrence which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.). Examples of serious/critical adverse occurrences include, but are not limited to, the following:

- serious safety errors endangering or having the potential to endanger a client
- negligent acts resulting in endangerment to another
- violations of agency and/or school policies and procedures which endanger another
- evidence of being under the influence of drugs/alcohol
- falsification of information

The critical incident shall be immediately reported to all appropriate parties including the Director of the PTA program. The student may be reprimanded. The Director shall confer to discuss the nature of the incident and its severity. It is the student's responsibility to make an appointment with the instructor and the Director within one week from the date of the incident. The student may not continue to participate in classroom lab or clinical setting until he/she has been cleared by the instructor. A letter signed by the student and PTA Program Director documenting the incident, the remediation plan, and the consequences of further violations in clinical performance will be given to the student and a copy placed in the student's file.

Should the student be allowed to continue in the clinical rotation, the Critical Incident form will be attached to the student's Clinical Performance Instrument (CPI). The incident and a written remediation plan will be outlined in the CPI and the student's clinical performance will be closely monitored throughout the remainder of the semester.

3.12 Insurance

Southern requires all students living in University housing and/or taking classes on-campus to have health insurance that complies with the Affordable Care Act (ACA) and offers MEDICAL coverage in the state of Tennessee. As a service to our students,

Southern offers an affordable nationwide Platinum level health insurance plan with United Healthcare (UHC).

Students taking six or more credit hours on-campus during the school year (three or more credit hours during any summer session) or living in University housing are eligible and automatically enrolled in the Sickness and Injury plan from UHC unless a signed waiver, indicating insurance coverage compliant with the ACA, has been submitted to opt out. All undergraduate students must submit a Health Insurance Waiver/Enrollment form during registration. Information can be found on Southern's website at <http://www.southern.edu/administration/risk/students/undergraduate.html>.

All students annually purchase professionally liability insurance through Southern that provides liability coverage for unintended injury to patients or other students during on and off campus educational experiences.

3.13 Immunizations and Health Screening

To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, the University requires all students enrolled in the Physical Therapist Assistant Program to provide dates, through an online database, of current immunization against certain vaccine preventable diseases, and the date and results of current tuberculosis (TB) screening before the student is eligible to participate in clinical training, unless an exception applies.

Students will provide dates and records of current immunization against tetanus diphtheria (Td or Tdap); Measles, Mumps, and Rubella (MMR); Hepatitis B; Varicella (chicken pox); Tuberculosis (TB); and seasonal Influenza (must be completed annually).

The University will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws.

3.14 PTA Program Equipment Testing

All electrical equipment owned and used by Southern's PTA Program will be annually inspected, calibrated, and labeled by qualified biomedical personnel. TTT Medical will provide this service. A qualified biomedical engineer will be scheduled to visit annually before the start of fall semester. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, repair as needed. Non-electrical equipment (treatment tables,

wheelchairs, crutches, etc.) will be inspected annually by the PTA Program Faculty prior to the start of the Fall Semester. Repairs will be made or arranged by the program as needed. Any real or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

3.15 Personal Property and Valuables

Southern Adventist University and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. Lockers are available on campus for student use.

3.16 Medical Emergency in the Classroom

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are listed:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or university staff. If appropriate, call for medical assistance (911) or have someone else call
2. Access vital signs and begin CPR if appropriate
3. A first aid kit is located in the PTA Program Laboratory, Room 1704
4. An automated external defibrillator (AED) is located in the student commons area at the welcome desk

3.17 Financial Aid

To assist students in meeting university costs, Southern offers a comprehensive program of student financial aid. For more information on eligibility and application procedures, inquire at the Financial Aid Office located in Wright Hall Administration Building and/or refer to the current financial aid information on the university website at <https://www.southern.edu/z-undergrad/finances/financial-assistance.html>.

3.18 Confidentiality/Data Privacy

Southern Adventist University has designated that certain data is considered public or private data. Please see the Southern Adventist University Student Handbook for details on this policy.

In keeping with Southern's Data Privacy Policy, the PTA Program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted in the university wide eClass system, which requires students to sign in using an individual password.

2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students
4. Clinical faculty must follow the data privacy policies of Southern and the PTA Program
5. Requests for student information from any government agency will be referred to the Registrar's Office
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPPA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test hosted by Tennessee Clinical Placement Systems (TCPS) prior to their first clinical education course.

3.19 Standard Precautions

Information on "Standard Precautions" will be provided in the 1st semester of the program in PTAS 115 Fundamentals of PT Practice. Content includes but is not limited to:

- a. HIV
- b. Hepatitis B
- c. Universal Precautions/Infection Control
- d. Chain of Infection
- e. Proper Hand Washing Technique

All students must demonstrate satisfactory understanding of this information by passing a test which includes content on standard precautions during PTAS 115 Fundamentals of PT Practice.

3.20 OSHA Regulations

MSDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in the Modalities and Functional Laboratories, Room 1704 and 1702 (on the counter in a red folder marked "Safety Data Sheets").

3.21 Laundry Usage

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again.
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again if clean.
5. Laundry will be done weekly using the department's equipment by designated students.

3.22 Electronic Devices

Cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if students need one on due to child care, etc.) during lecture and lab periods. Cell phones and other electronic devices must be turned off during off campus labs and during field trips. Students will have opportunities to check their phone for messages during scheduled breaks or between classes. If students have an emergency situation where they are waiting for a call, the instructor is to be notified before class. Calculators may be allowed for specific quizzes/tests/exams. Cell phones or other internet, recording, or messaging devices of any kind are not allowed during testing. Audio or video recording of lectures, laboratory sessions, etc. may only be performed with the expressed permission of the instructor.

3.23 Informed Consent

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign a consent form and a General Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Students will sign a General Waiver at the beginning of each semester of the PTA Program. Consent forms and General Waivers will be kept on file in a file cabinet in the storage closet.

3.24 Photography/Videotaping

PTA students, on occasion in classroom and laboratory settings will be simulating a work environment and will practice on one another. During this time you may be videotaped or have digital pictures taken of you, both of which will be used only for educational purposes. You will be asked to sign a permission form to allow videotaping and digital photography at the start of the first semester of the PTA Program. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent.

3.25 Background Studies

Tennessee law requires that any person who provides services that involve direct contact with patients and residents at a health care facility licensed by the Tennessee Department of Health have a background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study will not be permitted to participate in a clinical placement. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program. Southern's Physical Therapist Assistant Program students must pass both a national and state background study prior to starting any clinical education experiences.

3.26 Lab Infection Control

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent at least once a week
2. Soiled linen will be placed in the linen hamper located in the back of the lab. If a bag is full, place a new bag in the hamper
3. The hydrocollator will be cleaned a minimum of every six months.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

Appendix

APTA STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT

Preamble

The Preamble states as follows:

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information

regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/ client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/ clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when

appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf?navID=10737423626

Professional Behaviors Assessment Tool

Student Name _____ Date _____

Directions:

1. Read the description of each professional behavior.
2. Become familiar with the behavioral criteria described in each of the levels.
3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
4. At the end of each semester:
 - a. Using a highlighter, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
 - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
5. Sign and return to Program Director

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| <p>1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</p> | | |
| <p><i>Beginning Level:</i> Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience</p> | <p><i>Intermediate Level:</i> Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions</p> | <p><i>Entry Level:</i> Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected</p> |
| <p>Specific Example:</p> | | <p>Place an "x" on the visual analog scale</p> <p style="text-align: center;">B _____ I _____ E</p> |

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| <p>2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p> | | |
| <p><i>Beginning Level:</i> Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and nonverbal characteristics that portray confidence; Utilizes electronic communication appropriately</p> | <p><i>Intermediate Level:</i> Utilizes and modifies communication (verbal, nonverbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic)</p> | <p><i>Entry Level:</i> Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently</p> |
| <p>Specific Example:</p> | | <p>Place an "x" on the visual analog scale</p> <p style="text-align: center;">B _____ I _____ E</p> |

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| <p>3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p> | | |
| <p><i>Beginning Level:</i> Recognizes problems; States problems clearly;</p> | <p><i>Intermediate Level:</i> Prioritizes problems; Identifies contributors to problems;</p> | <p><i>Entry Level:</i> Independently locates, prioritizes and uses resources to solve problems;</p> |

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| Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes | Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions | Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem |
| Specific Example: | | Place an "x" on the visual analog scale B _____ I _____ E |

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| 4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. | | |
| <i>Beginning Level:</i> Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions | <i>Intermediate Level:</i> Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate | <i>Entry Level:</i> Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them |
| Specific Example: | | Place an "x" on the visual analog scale B _____ I _____ E |

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| 5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities. | | |
| <i>Beginning Level:</i> Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and | <i>Intermediate Level:</i> Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence based | <i>Entry Level:</i> Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing |

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| clinical facility | patient care | solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

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| 6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession. | | |
| <i>Beginning Level:</i> Abides by all aspects of the academic program policies and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/ generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers | <i>Intermediate Level:</i> Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession | <i>Entry Level:</i> Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

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| 7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others. | | |
| <i>Beginning Level:</i> Demonstrates active listening | <i>Intermediate Level:</i> Critiques own performance | <i>Entry Level:</i> Independently engages in a continual |

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| skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness | accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback | process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning styles |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

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| 8. Effective Use of Time and Resources: The ability to manage time and resources effectively to obtain the maximum possible benefit. | | |
| <i>Beginning Level:</i> Comes prepared for the day's activities & responsibilities; Identifies resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self identifies and initiates learning opportunities during unscheduled time | <i>Intermediate Level:</i> Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines | <i>Entry Level:</i> Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

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| 9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. | | |
| <i>Beginning Level:</i> Recognizes own stressors; | <i>Intermediate Level:</i> Actively employs stress | <i>Entry Level:</i> Demonstrates appropriate affective |

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| Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations | management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors | responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

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| 10. Commitment to Learning: The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills. | | |
| <i>Beginning Level:</i> Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies | <i>Intermediate Level:</i> Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and reevaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice | <i>Entry Level:</i> Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas |
| Specific Example: | | Place an "x" on the visual analog scale _____ B I E |

Based on my Professional Behaviors Assessment, I am setting the following Goals:

To accomplish these goals, I will take the following specific actions:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Southern Adventist University

Physical Therapist Assistant Program

Essential Functions for Physical Therapist Assistant Students

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 10-25 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to bloodborne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 3 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an individual.
7. Demonstrate good standing and unsupported sitting balance.
8. Demonstrate good finger dexterity
9. Coordinate verbal and manual instructions
10. Communicate effectively with a variety of people through written verbal, and nonverbal methods.
11. Use hands repetitively
12. Shift weight in sitting or standing
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.
15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (423) 236-2858. Individuals with disabilities may request reasonable accommodations or information by calling Southern's Disability Support Services at (423) 236-2544.

**Southern Adventist University
Physical Therapist Assistant Program
Essential Functions Verification**

Essential function Student Signature Page to be Completed Before Program Entry

| | | |
|------------------------------|------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I have read and I understand the Essential Functions relative to the Physical Therapist Assistant Program. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I am able to meet the Physical Requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time. |
| | <input type="checkbox"/> (Ö) | I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified: |

Printed Name of Student

Signature of Student

Date

“In compliance with all applicable federal and state regulations, the university does not discriminate on the basis of race, color, gender, ethnic or national origin, disability or age.” – University Student Handbook, pg. 70

INFORMED CONCENT

I understand that PTA practice includes being touched by my fellow classmates and instructors.

I understand that as part of the academic and clinical education to become a PTA (Physical Therapist Assistant) I am required to participate in various lecture and lab classes as simulated patient. Instructors and other students will have opportunities to demonstrate and practice on me those skills learned in various classes. These skills include, but are not limited to a variety of: mobility, therapeutic exercises, testing and measurements, and physical agents.

I understand that there is some risk of injury resulting from my participation in these skill training classes. I further understand that the university cannot ensure that other students will properly apply skills learned in class nor can the university be held responsible for any pre-existing conditions or injuries that I may have which make me susceptible to injury.

If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to Disability Support Services.

In the unlikely event that I become injured it must immediately be reported to the instructors of the class and the appropriate university incident report must be filled out. If necessary, appropriate medical intervention and payment for those services are solely my responsibility.

I have read and understand the above information.

Student Name: _____

Student Signature: _____

Date: _____

PHOTO/VIDEO RELEASE

I understand that in the course of my education in the Physical Therapist Assistant Program, there may be occasion for my photograph/video to be taken.

I consent to my photograph/video being taken for the purposes of knowledge and education; or in the event the university requests photos for the student catalogue or schedule.

I further understand that I will not be identified by name in these photos/videos.

I have the right to rescind this release in writing at any time.

Student Name: _____

Student Signature: _____

Date: _____

Southern Adventist University
Physical Therapist Assistant Program
PTA PROGRAM STUDENT HANDBOOK AGREEMENT

I have received and read the PTA Student Handbook for the Physical Therapist Assistant Program at Southern Adventist University. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Director reserves the right to alter policies, procedures and content.

Student Name (Please Print)

Signature

Date

Student Occurrence Report

Student's name _____ ID# _____

Date/time of occurrence _____ Location of occurrence _____

Description of occurrence _____

Cause(s) of occurrence _____

Date/time reported _____

Name/Title of person occurrence was reported to _____

Immediate action taken _____

Follow-up care needed _____

Recommended dates for follow up _____

Recommendation(s) for prevention of further occurrences _____

Comments _____

Signature of student _____ Date _____

Signature of clinical lab assistant _____ Date _____

Signature of health care provider _____ Date _____

Note: A copy of this form must be placed in the student's file and sent to UHC if exposure occurs

Southern Adventist University
Physical Therapist Assistant Program

Critical Student Incident Form

Date of Incident: _____ Student: _____
Course: _____

Instructor's Description of Incident:

Required Action:

Instructor's Signature and Date: _____

Student's Comments:

Student's Signature and Date: _____

Director's Comments:

Reviewed by Director:

Director's Signature and Date: _____

Original to Director then student file; Copy to Student